WELLESLEY NEWS

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MIT Students Experiment in Education; Plan Complete Community High School

MIT High School — a free private high school has been organized by several MIT students. Its five original planners - Rich Adelstein, Bill Carlson, Jerry Grochow, Dave Peterson, and Mark Spitzer, all '68— envision an accredited high school with MIT students having "the responsibility of participating in the design of curriculum and subject material." Grochow explained one of the ideas behind MIT High: "I know what I liked and didn't like about school, I saw good students and bad students, and know what they liked and didn't like."

Disavowing any standard educational philosophy, Grochow outlined some of the features of the experimental school which he hopes will open its doors to a cross section of Cambridge high schoolers in September 1969. MIT High expects to offer an "individual education." It will be an "equivalence school" — in which students advance at their own pace, graduating when they meet requirements.

Individual Education

According to Adelstein, "Instruction will be offered in all the usual high school subjects, but additional electives will be drawn from experimental programs and curricula, from special talents of the faculty members, and from the ideas and imagination of the faculty in writing new courses." Instead of grades, students will receive personal evaluations from their teachers.

Grochow noted in support of a "self help program" that students learn more from teachers closer to them in age. "Students are going to inspire other students. We want the faster students to help teach the slower."

Team Teaching

"Team teaching is an important concept," emphasized Adelstein. "Classes will be taught by perhaps three or four teachers and assistants, the more experienced members of the MIT student faculty having more responsibility, those less experienced gaining experience as teaching assistants and tutors of individuals and small groups."

The five planners describe MIT High as "a complete community high school, with all facilities, such as physical plant, laboratories, library, dining, and athletic facilities to accommodate approximately 300 students." If MIT High's founders can convince the Cambridge school board of its desirability, gifts and foundation grants will finance the operation of the school. It will be governed by professional and student administrators.

Curriculum Components

A planning committee is currently discussing elements of curriculum. Within the various departments, it will present teachers with "guidelines." "We don't want to limit teacher flexibility," continues Carlson.

Each teacher will prepare and teach one class daily for which he will receive academic credit. The project requires about 100 teachers, some of whom the planning committee hopes to draw from the Wellesley community.

Science Symposium at Wellesley To Feature Four U.S. Scientists

Dr. Geoffrey F. Chew of the University of California at Berkeley will be a major speaker at the Science Symposium next week.

Four eminent scientists will be participants in a Symposium on Contemporary Science to be held on Tues. and Wed., Jan. 16 and 17, in Alumnae Hall. They are Dr. Bart J. Bok, professor of astronomy and director of the Steward Observatory at the University of Arizona; Dr. Geoffrey F. Chew, professor of physics at the University of California at Berkeley and head of the theoretical physics division of the Lawrence Radiation Laboratory; Dr. George Wald, professor of biology at Harvard University and winner of the 1967 Nobel Prize for Medicine and Physiology; and Dr. Jerome B. Wiesner, who, as provost of the Massachusetts Institute of Technology, is the senior member of the cabinet reporting to the President and has responsibility for the inter-disciplinary activities of the institute's five schools.

Miss Ruth Adams, president of Wellesley, will open the Symposium at 8 p.m. on Tues., January 16. Dr. Chew will deliver the opening lecture on "Crisis for the Elementary-Particle Concept."

The Topics

On Wednesday morning at 9:30, Dr. Bok will talk on "Trends in Galactic Research." Dr. Wald will speak at 10:45 on "The Molecular Basis of Human Vision." The program will conclude with a panel discussion of the lecturers on "Science and Public Policy" at 1:30 p.m., moderated by Dr. Wiesner.

Dr. Bok is known internationally for his long career in teaching and research in astronomy. An optical and radio astronomer, he has applied both techniques to his studies of the Milky Way, particularly the Southern Milky Way. He has also been interested in the areas of cosmic evolution and star clouds of Magellan. Associated with Harvard for 28 years, he established the University's radio astronomy program. He was also professor of astronomy at the Australian National University and director of Mount Stromolo Observatory from 1957-66.

Author of many well known books on astronomy, Dr. Bok is president of the International Astronomical Union's commission on the structure and dynamics of the galactic system, a fellow of the Royal Astronomical Society and the Institute of Physics, and a corresponding member of the Royal Netherlands Academy of Arts and Sciences.

'Bootstrap' Hypothesis

Dr. Chew is recognized as a world authority on the theory of strong interactions of elementary particles. He formulated, with S. C. Frautschi, the "bootstrap" hypothesis, which may make it possible to explain mathematically the existence and properties of the strongly interacting particles. He has worked extensively in calculations within classification systems, which have made it possible to predict the existence of still undiscovered particles, their approximate masses, and certain other properties. His work was recognized in 1962 by his election to the National Academy of Sciences and by the award of the American Physical Society Prize. He is an Overseas Fellow of Churchill College at the University of Cambridge and a fellow of the American Physical Society.

Dr. Wald, with his associates, is responsible for most of what is known about the visual pigments of the eye and how light affects them. His studies in the distribution of Vitamins A1 and A2 in nature have interested him in biochemical evolution. In addition to the Nobel Prize, he received, with his wife, the Paul Karrer Medal of the University of Zurich in 1967, the Ives Medal of the Optical Society of America in 1966, the Proctor Medal of the American Academy of Arts and Sciences in 1969, the Proctor Medal of the Association for Research in Ophthalmology in 1955, the Lasker Award of the American Public Health Association in 1953, and the Ell Lilly Award of the American Chemical Society in 1939.

Assistant to the President

Dr. Wiesner's scientific contributions in microwave theory and the communication sciences have been notable. He was a leader in the conception of scatter transmission and in the application of statistical methods to communications engineering. From 1961-64, he served as Special Assistant for Science and Technology to the President of the United States and has been a member of the President's Advisory Committee since 1957.

Before his appointment by President Kennedy in 1961, Dr. Wiesner was director of the Research Laboratory of Electronics, one of the largest laboratories at MIT. He originally joined the staff of the Institute during World War II and has held the title of Institute Professor since 1962. Author of the book, Where Science and Politics Meet, he has participated in several summer studies of importance to national defense as well as in a number of international conferences on disarmament.

Geology Department Innovates; Presents Transcontinental Summer Field Course

Starting this summer a field course in geology will be offered for Wellesley students. Labelled Geology 105 (Summer), it is officially described as "a study of selected areas in Wellesley, Connecticut Valley, Valley Valley and Ridge Providence of Pennsylvania, Ohio, Indiana, Iowa, Badlands of South Dakota, Black Hills, Grand Teton, Yellowstone, Glacier National Park, Grand Coulee, Mt. Rainier and West Coast in Washington, Topographic and geologic mapping, use of aerial photographs, stratification. Prerequisites: Physics 100 or the equivalent and permission of the instructors."

The course will begin May 30 with one week of orientation and laboratory on campus. Students and instructors will then camp and along, and make geological studies of, a trail of sites leading to the West Coast. The course ends July 24.

Jerome Regnier, professor of geology, who suggested and organized the expedition described it as "not a guided tour . . . we will visit areas where geology is outstanding and exposed enough for beginning students to make observations and interpretations, areas where classic studies have been carried out in the past." He emphasized the importance of field study as supplement to laboratory and classroom work, especially in a discipline such as geology, and stated that "in 30 minutes in the field you can learn what you can't begin to understand by classroom techniques".

Regnier added that this is the first geology course of its kind.

Presently the class size is limited to seven. Interested students may contact either Regnier, the geology department, or the office of the recorder for more information.

Religious Forum to Discuss Black Power and the Church

"Confrontation of the Church and Black Power in the Inner City" will be the subject for discussion at Religious Forum, to be held Jan. 12 and 13, sponsored by Chapel Organization. The lecturer Jan. 12 at 7:30 p.m. in Pendleton will be the Rev. James Breeden. At 9 a.m. Jan. 13 in Pendleton Father Paul Rynne will speak. Following the lecture Saturday there will be a faculty-student panel discussion, with Roger A. Johnson, assistant professor of Biblical history; Stephen D. London, instructor in sociology; Jennie Bell '70; and Francille Rusan '69.

The Rev. James Breeden, executive director of the Commission on Church and Race of Churches, was one of the leaders in the Boston Freedom "Stay-outs" in June 1963 and February 1964, which were protests against de facto segregation in the Boston public school system.

Father Paul Rynne, executive director of the Commission of Human Rights, is a member of the advisory committee for Governor Volpe's Human Relations Committee and a member of the board of the Massachusetts Committee Against Discrimination.

Washington Interns

Fifteen members of the junior class have been selected by an interdepartmental committee to participate in the Wellesley-Vassar Washington Internship program this summer. Director of the program is Philip M. Phillis, assistant professor of political science. The girls will spend ten weeks working in various government and government-related offices and agencies in Washington, D.C. Participants for the 1968 program are Johanna Branson, Laura Bullitt, Mary Ann Chawlgk, Natalie Dixon, Nancy Gist, Cynthia Harrison, Laurel Johnson, Rhea Kemble, Jan Krigbaum, Paul Lichstein, Kris Olson, Leslie Rehl, Hillary Rulham, Susan Sheets, and Ann Sherwood.

FILM WORKSHOP

Film Society is starting an informal film workship, to be open to all interested members of the College community.

Opportunities for study will include the loan of an eight millimeter camera to workshop participants and showings of film from library collections in Boston. The workshop is intended for persons interested in both film-making and in film criticism.

The first meeting of the workshop will be on Thurs., Jan. 11 at 7:30 p.m. in the Pendleton lecture hall. A film on the development of motion picture art with scenes from early films will be shown and a tentative outline for the workshop sessions and films will be distributed.

Dance Lecture Demonstration Offers Visit to Limon Studio

by Penny Ortner '69

What makes the dance? World-famous dancer and choreographer Jose Limon answered this question before a full house in Alumnae Hall on Tuesday night by simply allowing the audience to step into an imaginary studio with him and the two principal soloists of his company, Louis Falco and Sally Stackhouse.

Limon explained not only the basic technical movements of dance —the walk, the run, the turn, the fall, and the jump—but also the emotional message that each of these movements can convey—accusation, tenderness, delight. Limon said, "The semantics of movement are not often misleading." While words are frequently misunderstood, these is usually "very little doubt as to what an action means."

To demonstrate the ideas of his lecture, Limon dissected a dance into its component movements and emotions. He chose "The Exiles," a work for two dancers, male and female, choreographed to the "Second Chamber Symphony" of Arnold Schoenberg. The dance is based on the expulsion from a paradise, Falco and Miss Stackhouse first presented particular incidents from the dance, demonstrating a movement or an emotion, such as the walk at the moment of expulsion, the seduction, or the fall.

Somehow, however, when the dance was finally performed without interruption, all of the preceding explanation seemed irrelevant. The dance was emotionally powerful. The dancers were at once graceful, strong, emotional and controlled.

Quotes from the Underground

Last night in a dark abandoned basement office somewhere under the Wellesley campus, two students and a faculty member huddled around a single flickering candle. Shrouded together beneath a thick black veil, they discussed grave curricular matters.

Student I: Can you give us a few more hints about the proposed changes? My housemother let slip at dinner last night that classes will be held only one day a week from dawn to midnight so that we'll be free to take courses at MIT.

Faculty: Well . . . uh. It's understood that what is said in this room is in strict confidence?

Students: Yes, of course

Faculty: (In one quick breath) They're abolishing the hour for lunch requirement.

Student II: (disappointedly) Everybody's heard that. It was announced last term in an English 100 class. Apparently the instructor was quite enraged about it.

Faculty: Really? He never said so publicly, excuse me, I mean in Academic Council. We, I mean, I thought everyone was in favor of it.

Student I: A lot of students I know oppose it for reasons worth considering.

Faculty: (incredulously) Now how can that be? We already considered student opinion. Remember, there were students on the Ad Hoc Committee . . . I think. Or weren't you supposed to know that?

Student II: Could we talk someplace else? The air is getting very foggy in here.

Student I: What did you say? This veil makes it very difficult for me to hear you.

Faculty: Hmmm . . . No! We can only speak here. Remember the legends you've learned: Open discussion calls down the wrath of powers mightier even than the demons of darkness. Doesn't it?

'Quince' Introduces New Poets

by Penny Ortner '69

There is a certain boldness, almost presumptuousness, implicit in deciding to publish a literary magazine designed to help "give direction to modern poetry." And yet, this boldness must be admired when it it successful. Such is the case with "The Quince," a newly published poetry magazine.

This magazine, which appeared in September and will be published three times a year, proposes "to publish the best of modern poetry" and to offer "maximum exposure to the new poet and the well-known poet alike."

Unique Features

In addition to printing poetry of high quality and wide variety, "The Quince" will regularly offer four unique features. Each issue will contain a review of the previous issue by a noted critic. It is the hope of the editors that these will inspire letters and discussion among readers, poets, and editors, as well as an objective appraisal of each issue. A second regular feature of the magazine will be interviews with major contemporary poets.

Thirdly, "The Quince" format will include editorials dealing with literary trends, new poets, and other poetry publications. The final special feature of the new magazine is that each poet whose work appears will be invited to write notes to his poems, explaining his intentions, techniques, sources, or any aspect that he feels is relevant to the reading of his poetry.

Poems from Wellesley

The first issue of "The Quince" largely fulfills the demands which it has set for itself. The quality of the poetry is high; the individuality of each poet is exceptional; and the variety of the selections is interesting.

Two notable poems by Barbara Furne '69 of Wellesley appear in this issue. Her "Pastiche" and "Cartesian" are particularly remarkable for their integration of form and idea. Her conscious references to other art forms add to the significance and sophistication of this poet's imagery.

Satiric Style

Among the most outstanding contributions by a new poet is "A Reply to Monseigneur O'Toole to the Effect that the Poet Remains Yet Skeptical as to the Benefits to be Derived from Still Another Military Civil War in Spain," by H. M. Larson, a sophomore at George Washington University. Larson expertly controls his satirical style in this work which surpasses his other entries. His language is both intellectually and musically stimulating. Each word is image-evoking and audially appealing. The poem demands a reading.

"Olympia" by Ed Collom, a UCLA senior, is this poet's first appearance in print. It is particularly enlightening to study this poem in the light of Collom's own notes which have been presented in "The Quince." His highly intellectual approach to poetry is supplemented by his references to the specific poems and passages upon which he has drawn.

Polished Verse

The well-known poet Turner Cassidy, author of Watchboy, What of the Night, also offers an intellectually effective poem, "The Entrance to Winifred into Valhalla". He combines precise Nazi references with abstract imagery. While his word choice is not as precise as that of Larson, his effect is singgering.

Rachel Hadas, a senior at Radcliffe and daughter of classics scholar Moses Hadas, writes controlled and polished verse which frequently depends upon classical form and allusion. In her less classical "Across Pennsylvania," Miss Hadas shows sophistication in dealing with poetry itself as her subject.

Science and Art

Miss Hadas also joins Dr. Ralph Jenkins and Dr. Sussana Kapiro to create an original and varied selection of translations in the magazine.

"The Quince" achieves further variety through an interview with Pulitzer Prize winning poet, Richard Eberhart, and an editorial on the effect of science on art by co-editor J. Patrick Strosahl. Unfortunately the Eberhart interview fails to draw significant conclusions about contemporary poetry, as the poet's response seem less thoughtful than the questions presented to him.

The Editors

"The Quince" editorial staff consists of editor-in-chief Malcolm R. MacDonald and an editorial board of three. Susan Foster '68 is an original member of the board.

WELLESLEY NEWS

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We Bombed In New Haven

by Barbara Furne '69

Ed. Note: We bombed in New Haven, presented in December 1967 by the Yale Reportory Theatre, is Joseph Heller's first attempt as a playwright. The author of Catch-22, Heller tries to achieve in his first play an additional "ground" between audience and actors, placing them both in "roles."

Time: The present, New Haven. Stage an endless Time to exist in the framework of Curtain Up to Curtain Down. In two sliding hours bomb non-existent Constantinople on missions meaningless, even to them.

Them: the actors, only playing soldiers. (there's a difference, we're told).

The Shakespearian Sergeant, (credits include Romeo) is slated to die. Why? It's only a play, not real, make-believe, far away on a New Haven stage.

The Red Cross girl, cannot make coffee, can speak on cue. Shall I laugh, shall I cry? Authors answer not,| the invisible author whose power pre-empts all forms of emotion.

The players play and lines run on and out into revolving realities. Who laughs, cries, lives, dies — do we, do they?

Time: The major said the play's about time. 19 years become hours, the child is a man, the man must die, why?

Audience: listen to the time and your hearts, beating an infinite march of roles and reactions, of bombs and of plays, of actors acting death, and men dying.

Time, only time . . .

NSA DRUG CONFERENCE
The National Student Association is sponsoring a regional conference of student drug involvement. The conference, scheduled during Easter break, will be held in the New York metropolitan area. Its purpose is to provide the most up-to date information on student drug involvement and to help participants set up meaningful programs to deal with drug involvement on individual campuses. Room and board and possibly transportation expenses will be covered by NSA. Any student or faculty member interested in attending this conference should contact Belle Huang (Munger) or Stoney Wiske (Severance.)

SKIERS! Joint Harvard-Wellesley ski bus to Waterville Valley, N.H. Wednesday, Jan. 17, leaves Founders Parking Lot 6:30 a.m. returns by 7 p.m. with quick dinner stop. Bus plus lift tickets all for $10. Send checks made out to Waterville Valley Co. to Wendy Moonan in Munger via campus mail. The first 25 checks to be received will get the places.

MIT Pianists Will Present a Concert

Works of Debussy, Stravinsky, and Bartok will be presented in a professional concert in Jewett Auditorium on Sunday, January 14, at 8 p.m. The two well-known pianists, John Buttrick and Gregory Tucker, are members of the music faculty at MIT. They will play Six epigraphes antiques by Debussy, Stravinsky's Concerto per duo Pianoforti Soli, and Bartok's Sonata for Two Pianos and Percussion. In the last piece, Everett Firth and Arthur Press, members of the Boston Symphony Orchestra's percussion section, will assist.

IMPORTANT!
Seniors! The deadline for the Trustee Scholarship is January 15. Applications are available in the president's office.

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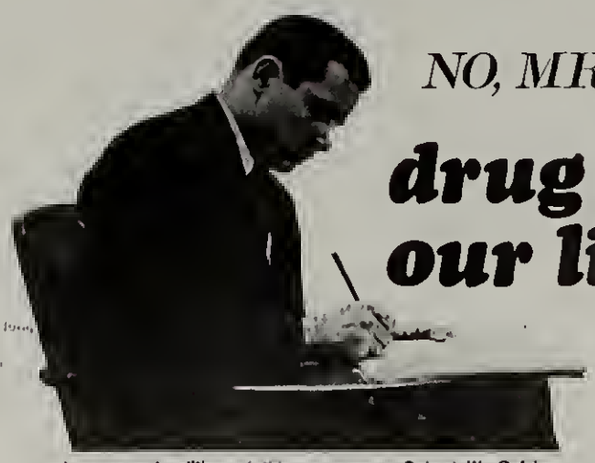
Special Hobbit Week—January 13 to 21. Tolkien Trilogy art exhibit by Vermont artist Dale Anderson. Our big Middle-Earth Snow Sculpture Contest, to be judged January 21.



NO, MR. BUSINESSMAN-

drug usage is NOT our life-style!

In a recent edition of this newspaper, Robert W. Galvin, Motorola Chairman, asked: "How widespread is drug usage among students?". He questioned whether the use of drugs on campus is purposeful or merely a crutch. What will happen, he said, to the student's drug-stimulated creativity when he embarks on a career? The following is one student's reply. This exchange of views is part of a continuing dialogue initiated by Mr. Galvin, speaking out as a businessman concerned with campus/corporate relations. His hope is a better understanding and increased respect between business and the campus.

Mr. Galvin welcomes your views or questions on issues concerning business. Send your comments or questions to Robert W. Galvin, Motorola Inc., 9401 W. Grand Avenue, Franklin Park, Illinois, 60131.

THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA 85721

Mr. Robert W. Galvin, Chairman
Motorola Inc.
Franklin Park, Illinois 60131

December 10, 1967

Dear Mr. Galvin:

Often I feel that misconceptions—whether they be about business or about the drug problem on campus—arise from an over-zealous or over-sensational press. This is unfortunate, but it is understandable. The newspapers have a business to run.

Because of the clandestine nature of the illicit drug problem and the wide range of drugs which it covers, it would be both presumptuous and inaccurate for me to attempt to present a simple answer to your question. Instead, from interviews conducted with students (both drug-users and non-drug-users), administrators, and the campus press, I have attempted to derive a consensus viewpoint.

I am forced to deal with this problem as it effects my campus, the University of Arizona, since it is the only campus I am truly familiar with. However, I don't believe students on a cross-section basis differ that much from one large campus to the next.

In order to gain a better perspective of the problem, it must first be divided into two areas: (1) marijuana, and (2) the more serious drugs like L.S.D., S.T.P. and methedrine. Marijuana is felt to be different from the other drugs because: (1) it is non-addictive, (2) it seems to cause no or very little harm and (3) it is more socially acceptable because more students have experimented with marijuana. Students feel that marijuana, although illegal, is quite similar to alcohol. The phenomenon of drug experimentation has been described by Robert Svob, Dean of Men at the University of Arizona, as being not unlike a young man behind the wheel of a very powerful and dangerous car with which he is not very familiar.

A much smaller minority of students use the more serious drugs (L.S.D., etc.). This type of individual is usually fed up with reality as it exists. They seek to "drop out" of society and "turn on" to their own reality of hallucinogenics. Of course, this type of individual would have no desire to enter the business world.

I have yet to find an individual that uses drugs for any specific purpose such as to stimulate creative thought. Most individuals use drugs as a crutch, a means of escape, or an "experience". Douglas Paxton, director of campus security, estimates that ten percent of the university population (roughly 2,200 students) were or had been experimenting with "pot". Five per cent of those 2,200 students developed problems which included the syndrome of drugs, crime, police records, etc. But just like any figures advanced, these have been widely disagreed with.

No, Mr. Galvin, this is not the life-style of most young men. Most young men have the vision, imagination, fresh ideas, and new approaches that business and the world need. For the men who enter the business world or any other vocation are not seeking to escape from reality, but rather they are seeking to face reality head-on.

Sincerely,

Fred W. Seyre

Fred W. Seyre
University of Arizona

ROXBURY NEWSLETTER

A group of Wellesley students are exploring the possibility of working with organizations in the Roxbury community to publish an educational newsletter which would inform parents of new programs and policies in education. Interested students should contact Mr. London in the Sociology Dept. (ext. 450) by Jan. 17.

Pass Fail

Pass-fail decisions for Term II courses must be made by Thurs., Jan. 18.

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Centre Francais 1968-69

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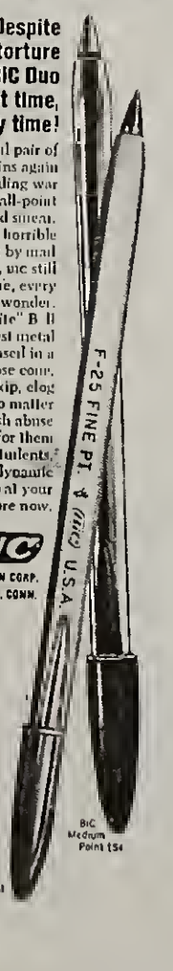

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